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ABSTRACT

Based on the 1998 Arkansas English Language Arts Curriculum Frameworks, this sample curriculum model for grade seven language arts is divided into sections focusing on writing; reading; and listening, speaking, and viewing. The writing section's stated goals are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading strategies are structured to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing strategies focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. Each section lists student learning expectations; seventh grade benchmarks; assessments; and strategies/activities. In addition, the writing section includes a four-item list of definitions of general performance standards; an explanation of scoring student responses to writing prompts; and a five-item list of domains and definitions. (PM)

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The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 7

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Sample Curriculum Model

Grade 7

English Language Arts

Users of this document are referred to the
"Introduction to the Revised Language Arts and Mathematics Frameworks (K-12)"

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Language Arts and Mathematics for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain *suggestions* for classroom assessments (and cite the options listed in the framework) and *suggestions* for strategies/activities.

The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.

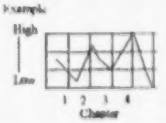
Benchmarks and Model Curriculum are based on the
1998 Arkansas English Language Arts Curriculum Frameworks

Arkansas Department of Education 1999

Grade 7: WRITING

STRAND 1: WRITING
CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.1. **Write in class for uninterrupted periods of time about experiences, thoughts and attitudes of self and others.**	Students will write in journals, logs, and other devices on a daily basis in response to prompts, reading, and discussion in all disciplines.	Teacher observation Criteria-referenced checklist Teacher checklist/rubric	Keep a double-column reading log* for responding to learning Write daily in personal journals Keep lab manuals Write steps and processes (e.g., in math and science) Use models and criteria to produce each kind of writing
W.1.2. **Write in a variety of forms such as personal narrative dialogue, persuasive essays, messages and letters, poetry, advertisements.**	Students will write papers in all disciplines as appropriate in the forms of narration, exposition, description, persuasion, including essays, letters, poetry, and other genres based upon classroom instruction, personal experience and preference, and interdisciplinary learning.	Scoring of each step of the writing process for participation. Scoring of the final product using ACTAAP Domains and rubrics Rubrics for letter writing Checklists or rubrics Teacher or self evaluation of responses Checklist for participation Rubrics/checklists	Compose letters for school, business, and personal use (e.g., letters to authors, school officials, public officials, civic leaders etc.) Answer test questions in sentence form in all disciplines Write poetry in freestyle and traditional forms Write multiple papers in all modes of discourse Write a spool paper* Respond to learning with response questions such as Reader-based feedback*
W.1.3. **Write to reflect personal, multicultural and universal ideas.**	In all disciplines, students will write daily to reflect personal ideas on multicultural and universal themes and concepts.	**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide project exhibition demonstration teacher-made tests	Write for fun - classroom mailbox, name poems, jokes and riddles, writing in rounds etc. **SEE R.1.2., R.1.4., R.1.11, R.1.12., R.1.16., R.2.3.** **double-entry journal*: a reading log in which the page is divided into two columns. The first column is labeled "In the text" or "Quotes" and the second is "My Responses." **two-column notes:* students record main ideas from reading on the left and details on the right or opinion on the left and hypothesis on the right, etc. **spool paper*: A tightly structured longer paper that systematically organizes information in an introductory paragraph containing a thesis, supporting paragraphs and a concluding paragraph that restates the main points. **Reader-based feedback*: Reader response to three questions about someone else's writing: 1) what was happening to you, moment by moment as you read the piece? 2) Summarize the writing: give your understanding of what it says or what happened in it. 3) Make some images for the writing and transaction it creates with readers. *Teacher resources*: "Writing Workshop" from *In the Middle* by Nancie Atwell, *Diversity* by Linda Rief, and *Writing with Power* by Peter Elbow

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.4. **Analyze thinking through the writing of explanations, directions, outlines and story maps.**	Because practice in writing is practice in thinking, students will employ higher order thinking skills in writing such as clustering, webbing, outlining, focused freewriting, mapping, and plot diagrams.	Checklist/rubric Scoring guide/rubric Participation Observation and submission Plot profile Exhibition Performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist statewide exhibition demonstration teacher-made tests	List steps in the scientific process Write steps in a math problem Write directions for a recipe Make an outline Use focused freewriting to get words on paper Use clustering*, etc., to organize ideas in all content areas Analyze literary texts by using plot profiles* Respond to reading using by story maps* Use art to respond to literary texts Write a different ending to a story or novel **SEE R.1.3., R.1.10., R.1.15., R.1.16., LSV.1.6., LSV. 1.6.** **clustering*: A method of organizing (mapping*) ideas and elements of text (i.e., theme, setting, style, character, etc.) * **plot profile*: using a graph to "profile" elements of a story, such as tension, from chapter to chapter  **story maps*: A variety of diagrams and charts to analyze structure of written text (e.g., clusters, Venn diagrams, sociograms, etc.)

Grade 7: WRITING

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.5. **Collect, organize, and present data from wide variety of informational and technological resources, e.g., CD-ROM and interviews.**	As a basis for writing, students will research information by personal interviews and traditional and technological references such as Internet, CD-ROM, etc. Students will use technology to prepare and present final products.	Teacher observation Presentation of research Video, audio, or written copy of interview **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio exhibition demonstration	Use computers for research (e.g., Black History Month, history fair topics, science fair topics, genealogy, biography, fine arts Conduct an interview as a prewriting activity for a paper Use technology to prepare the final product **SEE LSV.1.9., R.2.4., R.2.5., R.2.6., LSV. 1.12.**
W.1.6. **Maintain and evaluate a collection of writing samples.**	Students will develop a writing portfolio to include samples of description, exposition, narration, persuasion, personal reflections on writing, and writing from other disciplines. Evaluation to be determined by district standards.	Portfolio Rubric established by district **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio exhibition demonstration	Establish content menu and criteria for portfolio Write multiple papers of each kind of writing to be kept in a working portfolio* Select materials for portfolio **Working portfolio*: a collection of work to be considered later for selection for a portfolio to be viewed by others

Grade 7: WRITING

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.7. **Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.**	In the prewriting stage of writing, to generate and organize ideas for writing, students will use methods that may include focused freewriting, clustering, brainstorming, learning logs, journals, lab notebooks, mapping, webbing, and art activities.	Checklists/rubrics Performance Teacher observation	Write on specified topic for a set period of time Cluster ideas for details and organization Brainstorm topic ideas Use double-column learning logs in all disciplines Write in journals daily Keep lab notebooks Use mapping for comprehension Use art as a springboard to writing Role play
W.1.8. **Develop a first draft that focuses on a central idea.**	Using material generated in the prewriting stage, students will develop a first draft in which each paragraph has a topic sentence, supporting details, and closing sentence as cited in ACTAAP domains.	Rubric / checklist Performance Teacher observation	Use graphic organizers for topic sentence, details, and closing Cut and paste prewriting materials Compose directly on the computer Revise in peer groups or pairs Read writing in groups Debrief writing in whole group Conduct one-on-one conferences* Use sentence pattern and sentence combining units to improve sentence formation Teach mini-lessons on revision strategies/ skills **SEE R.1.6.**
W.1.9. **Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice and sentence effectiveness.**	In peer groups or with teacher, students will revise writing for Content and Style as cited in ACTAP Domains working toward proficient or advanced level.	Peer group performance Peer group checklist Checklists or rubric Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide exhibition demonstration teacher-made tests	**One-on-one conferences*: Discussion of teacher and student about student's writing

Grade 7: WRITING

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.10. **Edit using resources to correct spelling, punctuation, grammar and usage.**	Students will edit writing to a developmentally appropriate level in pairs, in groups, or by self to correct sentence formation, usage, and mechanics as cited in ACTAAP omains.	Peer group performance Peer group checklist Checklists or rubric Teacher observation	Edit in peer groups or pairs Conduct one-on-one conferences
W.1.11. **Select a publishing form and produce a completed writing product.**	Using available technology, students will produce a final product to be shared or published working toward proficient or advanced level.	Rubric or checklist Presentation/ performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide project teacher-made tests	Oral and/or written presentation of paper Display student work Writing teas* Writing festivals/fairs Mail letters Produce class anthology **SEE R.2.6., R.1.14., LSV.1.2., LSV.1.11.** **Writing tea*: A celebration event at which students read their writing to an invited audience

CONTENT STANDARD 2: Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.

Grade 7: WRITING

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.2.1. **Use developmentally appropriate spelling, usage and mechanics in writing.**	In the editing stage, students will edit papers for developmentally appropriate conventions in Usage and Mechanics as cited in ACTAAP domains.	Peer pairs or groups Rubric or checklist One-on-one teacher conference	Use peer editing groups Use computer and print tools Apply mini- lessons that pertain to student writing Use conventions checklist
W.2.2. **Use reference materials, such as thesaurus and dictionary.**	Students will continue to use traditional references such as a thesaurus, dictionary, style manual, and handbook to polish writing.	Rubric or checklist One-on-one conferences Observation Peer groups	Work in pairs or peer groups Revise papers for word usage and meaning Apply mini- lessons on print references Play word games Use a variety of vocabulary resources such as magazines, vocabulary texts, content texts
W.2.3. **Use computer tools, such as thesaurus, dictionary, spell check.**	Students will complete a developmentally appropriate writing that reflects use of computer editing tools.	Rubric or checklist One-on-one conferences Observation Peer groups **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide teacher-made tests	Employ computer tools to revise and edit **SEE R.1.14., LSV.1.2.**

Grade 7: **WRITING**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.2.4. Expand content-specific and personal vocabularies in writing.	Students will edit and revise for developmentally appropriate level of Usage: inflections, agreement, word meanings, and conventions as cited in ACTAAP domains.	Rubric or checklist One-on-one conferences Peer pairs or groups	Work in pairs or groups Apply Usage and Conventions units Use checklists Use computer and print tools
W.2.5. Evaluate style in relation to purpose and audience.	Students will write to different audiences in an appropriate Style and Sentence Formation as cited in ACTAAP domains.	Rubric or checklist One-on-one teacher conferences Performance Peer pairs or groups **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide teacher-made tests	Write letters to school officials, businesses, and public officials Write personal letters and notes Write formal papers Write in personal journals Write for fun, e.g., jokes, riddles, cartoon captions Write and illustrate examples of figures of speech Apply lessons on sentence formation Work in pairs or peer groups Conduct one-on-one conferences **R.1.14., LSV.1.10**

Definitions of General Performance Standards

Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading, writing, and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Basic students show substantial skills in reading, writing, and mathematics; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the *Proficient* level.

Below Basic students fail to show sufficient mastering of skills in reading, writing, and mathematics to attain the basic level.

Scoring Student Responses to Writing Prompts

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each comprised of various features. Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score is a judgment of the entire domain with all features being of equal importance.

Domains are weighted to reflect the more fundamental importance of some domains.

The domain scores, along with an awareness of the features comprising each domain, are used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale.

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, though not consistent, control* of almost all of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates enough **inconsistent** control* of several features to indicate significant weakness in the domain.

1 = The writer demonstrates **little** or no control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at appropriate grade level. A paper receives a higher score to the extent that it demonstrates control of the features in each domain.

DOMAINS AND DEFINITIONSCONTENT: (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a writing intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are **central idea**, **elaboration**, **unity**, **organization**. Weight: 3

STYLE: (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are **selected vocabulary**, **selected information**, **sentence variety**, **tone**, and **voice**. Weight: 2

SENTENCE FORMATION: (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are **completeness**, **non-enjambment**, **expansion through standard coordination and modifiers**, **embedding through standard subordination and modifiers**, and **standard word order**. Weight: 1

USAGE: (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are **standard inflections**, **agreement**, **word meaning**, and **conventions**. Weight: 1

MECHANICS: (M)

The Mechanics domain includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are **capitalization**, **punctuation**, **formatting**, and **spelling**. Weight: 1

STRAND 2: READING

CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

Grade 7: Reading

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.1. **Read individually and in groups.**	Students will use reading to obtain information in classes across the curriculum. Students will read for enjoyment and share what is read with classmates.	Reading logs Class discussion Small group discussion Teacher Observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** checklist observation performance log/journal	Encourage reading by using incentive programs Schedule library periods Employ D.E.A.R.* Read in all content areas **SEE LSV.1.1, LSV.1.11.** **D.E.A.R*: Acronym for Drop Everything and Read; sustained silent reading of self-selected material *Suggested resource*: "Reading Workshop" in *In the Middle* by Nancie Atwell
R.1.2. **Analyze related and implied main ideas and supportive details.**	Students will determine themes of a variety of literature and identify details which support the themes.	Retelling Class discussion Products **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests performance log/journal	Outline material Summarize passages Use Admit/Exit Slips* Use of graphic organizers Use supplemental material to augment textbooks **SEE W.1.1, W.1.2., W.1.4., LSV.1.6.** **Admit/exit slips*: *Admit:* Brief responses to specific questions asked by the teacher at the beginning of class. The teacher reads the responses aloud and uses them to focus attention on the needed learning. *Exit*: Brief summaries written at the end of class of what was/was not learned by students.
R.1.3. **Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.**	Students will use the appropriate graphic organizer as a basis for class discussion and/or written response to literature. Students will paraphrase and summarize selections of literature. Students will have compare, make inferences, and draw conclusions.	Teacher Observation *Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio exhibition demonstration log/journal writing	Graphic organizers Class discussion Use supplemental material to augment textbooks Write analyses of literary and content-specific passages **SEE W.1.2., W.1.4., LSV.1.6.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.4. **Analyze literature for purpose, ideas and style of author.**	Students will identify genres of literature and determine the purposes of various genres. Students will analyze author's tone, voice and style as aids in determining the ideas the author is presenting.	Class discussions Teacher observations Products **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio performance log/journal writing	Provide examples of literature types Use supplemental material to augment textbooks Have students analyze for purpose, tone, voice, and style Study examples of unique styles. **SEE W.1.2., W.1.3., LSV.1.5.**
R.1.5. **Read to discern validity of written material, such as propaganda and bias**	Students will analyze written material from all areas of the curriculum for purpose, audience, accuracy, and impact.	Class discussion Student Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests project observation performance log/journal writing	Students bring examples of errors in print including text, magazines, newspapers, and Internet Contact resource centers (i.e., educational cooperatives) for up-to-date videos on textbook errors (Ex: *20-20 Expose*, 3-99. Show and use as a basis for discussion Students write and compare their different accounts of the same school, community, or area event **SEE LSV.1.11., W.1.2., W.1.3.**
R.1.6. **Read and follow directions.**	Students will read and follow directions with increased complexity. Students will extend application of analysis and logic to follow directions for specific learning/activities.	Teacher observation Samples of writing **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Read and follow instructions to construct something **LSV.1.3., LSV.1.4.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.7. **Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.**	Students will use context clues to determine the correct definition of words with multiple meanings. Students will use knowledge of connotations and denotations to comprehend texts. Students will integrate context clues and knowledge of word and sentence structure to comprehend texts. Students will use syntax to aid in comprehending sentences. Students will use their knowledge of the syntactic system as they read to decode unknown vocabulary.	Teacher observation Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use vocabulary exercises that emphasize context clues Use text as a supplement Look at changes in form of words as usage changes (verb to noun) Use Cloze* procedures to encourage student to use syntax to fill in words deleted from a story **SEE W.1.4., W.2.1., W.2.3., LSV.1.2.** **Cloze*: A technique of supplying strategically omitted words in sentences or passages that requires the reader to use context analysis to the supply the missing word(s). (Sometimes limited graphophonic cues, such as the first letter of a missing word, are given.)
R.1.8. **Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.**	Students will evaluate new information by testing it against known information and ideas in literature and functional reading across the curriculum. Students will make inferences and interpretations based on prior knowledge about new information.	Teacher observation Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use class discussion to introduce literary or content-specific text to evoke prior knowledge of setting, culture, or theme Use KWL chart or other graphic organizers that connect prior knowledge to new learning **SEE W.1.4., W.2.4., LSV.1.6., LSV.1.12.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.9. **Analyze features and organization of the text, e.g., bold type, glossary.**	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, footnotes, etc.) to study and sort information.	Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Familiarize students with features textbooks and other references as tools for locating information and as study aids Use headings and subheadings to make an outline Search the text to find specific information
R.1.10. **Compare literary elements, e.g., setting, character traits.**	Students will identify the similarities and differences in literary elements of a variety of genres from a variety of cultures. Students will improve skills of comparison and contrast by comparing literary elements within a work and between works.	Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio project checklist observation performance exhibition demonstration log/journal writing	Use a variety of literary genres to compare settings, characters, plots, theme, style, etc. Read a novel as a class, watch the video and then compare/contrast the novel with the video Using a selection in which a character changes, compare the character's traits and beliefs at the beginning with those he/she has at the end **SEE W.1.4., LSV.1.5.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.11. **Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.**	Reading from a variety of genres, historical periods, and ethnicities, students will compare differences and similarities of life experiences, languages, and customs. Students will use literal and implied information to understand the lives and history of people from other periods and cultures. Students will comprehend figurative language (e.g., metaphor, simile, allusion, personification, imagery, idioms, symbolism, etc.).	Classroom discussion Teacher observation Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use a variety of supplemental texts Use a graphic organizer that requires literal meaning, background knowledge, and resulting inferred meaning* Analyze literary text for figurative language Role play to illustrate figurative and literal language **SEE W.1.3.** *Example of graphic organizer Literal Inferred Literal
R.1.12. **Establish purpose for reading.** **R.2.1.** **Read a variety of materials for a variety of purposes.**	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.	Teacher observation Reading logs **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio project checklist observation performance demonstration log/journal writing	Read for various purposes: entertainment, information, etc. Preview the selection, setting the purpose for reading Selections could include transportation schedules, graphs and charts, Internet, fiction, content textbooks, and research materials **SEE W.1.2, LSV.1.9.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.13. **Demonstrate proficiency in oral reading, e.g., shared reading activities.**	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, plays, etc.) Students will read orally with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation.)	Teacher observation Audio and/or video presentation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Students read speeches, poetry, plays, readers theatre, and their own writing Tape record Read to other groups (younger children or older adults) Read own papers aloud in peer revision groups **SEE W.1.11, LSV.1.1., LSV.1.11.**
R.1.14. **Expand content-specific and personal vocabularies in reading**	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon, and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming dictionary, synonym dictionary, and software.	Teacher Observation Student exercises Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Use print/ technological atlas, almanacs, and encyclopedias to find information Use vocabulary activities such as word wall and other vocabulary building activities that help students learn strategies for unlocking the meanings of words Explore use of words in different contexts such as common computer terms like *boot up*, *hit*, *mouse*, *download* Use various resources to illustrate literal meanings **SEE W.2.2., W.2.4., LSV.1.2.**

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.15. **Employ comprehension strategies, such as prediction, skimming and sequencing.**	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc. Students will select and adjust strategies appropriate to the purposes for reading and the type of text.	Teacher observation Student checklist Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks::** statewide teacher-made tests portfolio project checklist observation demonstration log/journal writing	Provide supplemental texts to extend practice and skill Teach mini-lessons: Making predictions Determining main points Sequencing events Making inferences Summarizing, etc. **SEE W.1.4.**
R.1.16. **Evaluate and react critically to what has been read.**	Students will evaluate selections from literature according to the author's style, characterization, plot, themes, and tone. Students will support conclusions with examples drawn from the text.	Teacher observation Products **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Teachers selects specific works strong in one or more areas of literary elements for practice and skill development Teacher uses a combination of modeling and class discussion to lead the class in analyzing selected works Using another work with the same strengths, students will analyze the selection in the same way Write a character analysis supporting the character's traits with examples drawn from the selection Discuss, role play, and debate to react critically to literary selections **SEE LSV.1.11, LSV.1.7., W.1.3., W.1.9.**

Grade 7: Listening, Speaking, and Viewing

independently.

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.2.2. **Self-select reading materials from libraries and other sources.** **R.2.3.** **Choose reading to satisfy, extend and expand personal interests.**	Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level. Students will read for personal enjoyment and interests.	Computer tests Teacher observation Research Project **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance log/journal	Use computer reading programs Provide students library time **SEE W.1.3.**
R.2.4. **Choose reading as an information-gathering tool to develop informed opinions and make decisions.** **R.2.5.** **Read to research an idea using various technical resources.** **R.2.6.** **Use library and reference skills.**	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will interpret information presented in graphs, tables, maps, diagrams. Students will use the card catalogue and /or available technological search engines.	Teacher observation Research project Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance exhibition demonstration log/journal	Write a short summary based on one source about a nonfiction subject Assign library and Internet scavenger hunt Teach or arrange for library use and skills unit Research print and technological resources for performance project, (e.g., science fair, history day, research report) **SEE W.1.5.**

STRAND 3: LISTENING, SPEAKING AND VIEWING
CONTENT STANDARD 1: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

Grade 7: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles. **LSV.1.14 Use clear, concise language when speaking.**	Students will make scripted formal presentations about materials read to small groups and whole class in a variety of content areas.	Teacher or class-generated scoring guide/rubric Teacher observation Peer critique **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio project checklist observation performance exhibition demonstration log/journal	Have students read science fair research paper/report Have students read a narrative about how they solved math problems Oral presentation of written book report/project Read papers aloud in revision groups. **SEE R.1.1., R.1.11., R.1.13.**
LSV.1.2. Expand content-specific and personal vocabularies in listening and speaking.	Students will distinguish differences in denotation and connotation of personal vocabulary and vocabulary in content-specific areas.	Teacher-made test Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration portfolio writing teacher-made test observation performance project checklist exhibition log/journal	Students role play teacher-student interactions (request for grade change, extension on an assignment) Students make a list of words that produce an emotional response and discuss the denotation and connotation of the words Play auditory word games **SEE W.1.10, W.2.2, R.1.7., R.1.8., R.1.14.**

Grade 7: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.3. Comprehend oral instructions. **LSV.1.4. Give and follow directions.** **LSV.1.14 Use clear, concise language when speaking.**	Students will demonstrate comprehension of spoken instruction. Students will apply analysis and logic as they respond to specific tasks/assignments. Students will apply analysis and logic to create directions for specific learning/activities in cooperative and small group situations.	Class and teacher observation Rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio teacher-made test performance observation writing log/journal checklist	Students give oral directions for a classmate to follow (e.g., making peanut butter & jelly sandwiches, drawing unseen pictures) Role playing **SEE R.1.6.**
LSV.1.5. Listen and contribute to discussions. **LSV.1.I4. Use clear, concise language when speaking.**	Students will generate and contribute to small group and whole class discussions to achieve a group goal. Students will provide supportive verbal and nonverbal cues to participants in a discussion to achieve a group goal.	Observation Student evaluation-- oral or written Use of rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** observation portfolio checklist performance demonstration log/journal writing	Conduct a class meeting using parliamentary procedure to plan a class party or other event Simulation games Cooperative learning groups Develop a rubric for an assignment **SEE R.1.4, R.1.10.**

Grade 7: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.6. Analyze and evaluate what is heard. **LSV.1.10. Recognize propaganda, bias and censorship.** **LSV.1.14. Use clear, concise language when speaking.**	Students will listen to individuals, speakers, performances, news and entertainment sources, etc. Students will identify audience and purpose in a variety of media and analyze for propaganda, bias, and censorship. Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.	Teacher or class-generated scoring guide/rubric Product Participation Oral or written critique **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance exhibition demonstration log/journal writing	Analyze radio and television commercials for audience and purpose and examples of propaganda, bias, and censorship Students create and present a commercial for a specific audience and purpose Listen and respond in a small group Critique public performances (e.g.,broadcast news, tv/radio commercials, tv programs, campaign speeches, movies, recorded music, etc.) based on class-developed criteria (e.g., accuracy and relevancy) **SEE R.1.2., R.1.3., R.1.18, W.1.4., W.2.5.**
LSV.1.7. Summarize and paraphrase what others have said. **LSV.1.14. Use clear, concise language when speaking.**	Students will demonstrate ability to paraphrase by restating what was seen or heard in a variety of media. Students will demonstrate ability to summarize significant information from a variety of media.	Teacher will time the activity Participation Class discussion Self evaluation of performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation checklist performance demonstration log/journal writing	A student retells the plot of a recently viewed movie or television program in fifteen minutes to a partner. Partner summarizes the significant events in three minutes. **SEE R.1.16.**

Grade 7: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.8. **Read orally with meaning and expression.**	Students will demonstrate ability to read with expression appropriate to content based on identification of audience and purpose in a variety of genres.	Teacher observation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance	In small groups or whole class, read plays orally to convey dramatic meaning and expression As a group write a dramatic script of a narrative poem and read the script orally
LSV.1.9. **Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.**	Using an expanded variety of media, students will create and present a visual project as a group that purposefully communicates a specific student-, group-, or teacher-directed message to a targeted audience.	Scoring guide/rubric Student portfolio Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** checklist observation performance demonstration exhibition project log/journal	As a small group, students will create a poster, video, or PowerPoint presentation urging students not to drink or not to use drugs Present projects for competitions **SEE W.1.5., W.2.1.**
LSV.1.11. **Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.**	Students will have specific formal opportunities to express and defend an opinion, present information, tell a story, and share a visual display in appropriate content areas. Students will demonstrate a range of appropriate vocal qualities and gestures to communicate effectively.	Scoring guide/rubric Observation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance exhibition demonstration log/journal project	Role play: A student becomes a person from a country studied in geography participating in a World's Fair by dressing in clothing appropriate to the country and being prepared to answer interview questions about the country Students formally debate an issue of personal concern (curfews, school uniforms) **SEE R.1.1., R.1.5., R.1.13, R.1.16., W.1.4.**

Grade 7: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	SEVENTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.12. **Conduct an interview.**	Students will conduct an interview to acquire information needed for a specific purpose in a variety of content areas.	Scoring guide/rubric Student portfolio Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Student will call, e-mail, or personally interview a scientist to get information for a science fair research paper Students will interview a family member from another generation to create a family history project See prewriting section of Writing Strand **SEE W.1.5., R.1.8.**
LSV.1.13. **Make and respond to introductions.**	Students will practice formal introductions in a wide range of situations. Students will practice formal responses to introductions.	Check list Observation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Students will role-play introducing a guest speaker to the class Students will conduct peer interviews and make introductions Students will role-play introducing their favorite music group to a concert stage Students will role play introducing a dinner guest to their family
LSV.1.15. **Exhibit effective use of body and voice.**	Students will use body language appropriate for a specific audience and purpose in formal and informal situations. Students will demonstrate appropriate vocal qualities for a specific audience and purpose in formal and informal situations.	Observations Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Students will play charades to practice effective body movement Students working in pairs will sit facing each other and "mirror"the movements of each other See other Listenging, Speaking, Viewing Strand activities involving presentations to practice effective use of voice

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